

*The preservice teacher
knows the discipline...*

Art Education

(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.2.1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs (MoSTEP). The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from guidelines established by a Consortium of National Arts Education Associations: American Alliance for Theatre and Education, Music Educators National Conference, National Art Education Association, National Dance Association. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

The competencies for visual arts teachers includes terms which utilize the definitions established in *National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts*.

“In this document, art means two things: (1) creative works and the process of producing them, and (2) the whole body of work in the art forms that make up the entire human intellectual and cultural heritage. When we study art, we involve ourselves in a particular set of processes, products, influences, and meanings. We recognize that art is expressed in various styles, reflects different historical circumstances, and draws on a multitude of social and cultural resources.

We use the terms arts discipline and art form to refer to Dance, Music, Theatre, and the Visual Arts, recognizing that each of these encompasses a wide variety of forms and sub-disciplines.

When this document speaks of the arts, it means these arts disciplines taken together or, most inclusively, the totality of all activities in the arts. Following the Standards, a glossary is presented that defines how various terms from each of the arts disciplines are used.

Visual Arts is a broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban , interior and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.”

Recognizing the need for preservice teachers to be aware of art and art-related careers, much discussion centered around this topic. It was resolved, however, that the content knowledge of art and art-related careers is embedded within the competencies in art production, art history, and art criticism. Career opportunities in the arts shall be addressed by the teacher preparation institutions.

The beginning (preservice) art teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Art Production (NSAE 1, 2)	<ol style="list-style-type: none"> 1. The production and presentation of traditional and contemporary art forms; (FA1; M2; CR 1-3) 2. Characteristics of tools and materials used in the production of art, including safety and health issues; and (FA1; HPE6; CR 1-3) 3. The formal (elements and principles) and expressive qualities of art through artistic problem solving and divergent thinking. (G1.3, 2.5; FA2; CR 1-3)
2. Art History (NSAE 4, 6)	<ol style="list-style-type: none"> 1. The role of the visual arts and the artist in society throughout history; and (FA4, 5; SS5; CR 4) 2. The work of diverse artists from various cultures and times. (G1.9; FA4, 5; SS6; CA7; CR 4)
3. Art Criticism (NSAE 2, 5)	<ol style="list-style-type: none"> 1. Terminology commonly used in the visual arts; (G2; FA3; CR 4) 2. Analysis and interpretation of works of art; (G1.5; FA3; CR 4) 3. Critique of art in oral and written formats; and (G1.5; FA3; CA4; CR 4)
4. Aesthetics (NSAE 3, 6)	<ol style="list-style-type: none"> 1. Understand and develop aesthetic perceptions; (G1.6, 3.5; FA4, 5; CA5; CR 1-4) 2. Reflection on and response to works of visual art through written, oral and visual formats; and (FA1; CA6; CR 1-4) 3. Recognize the interrelationships of the fine arts. (FA1-5; CR 4)

The Art Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:
FA 1,4 = Fine Arts section, statements 1 and 4
G 1.4 = Goal 1, statement 4
- Missouri's minimum requirements for Art Education certification, effective September 1, 1997 abbreviated as:
CR 1-3 = Certification Requirement, items 1 through 3
- *National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts.* Consortium of National Arts Education Associations (American Alliance for Theatre and Education, Music Educators National Conference, National Art Education Association, National Dance Association) abbreviated as:
NSAE 2, 5 = National Standards for Art Education, standards 2 and 5

Development Committee

1. Polly Adkison, Houston R-1 School District
2. John Baltrushunas, Maryville University
3. Willie Bowness, Steelville R-III School District
4. George A. Chrisman, Avila College
5. Calvin Ennis, Blue Springs R-IV School District
6. Marsha Jordan, Missouri African-American Cultural Initiative
7. Joe Jorgensen, Culver-Stockton College
8. Larry Kantner, University of Missouri-Columbia
9. Terry Martin, William Woods University
10. Margaret Peeno, Missouri Art Education Association, Clayton School District
11. Sherri Talbott, Northwest School District
12. Diana Ziegler-Haydon, Webster University

California Commission on Teacher Credentialing, State of California.

Certification Requirements, Art, grades Kindergarten-12. (1997) Missouri State Board of Education.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

National Consortium on Teaching and America's Future, Teachers College, Columbia University.

National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts. (1994). Reston, VA: Consortium of National Arts Education Associations (American Alliance for Theatre and Education, Music Educators National Conference, National Art Education Association, National Dance Association).

National Teachers Examination, Educational Testing Service, Princeton, NJ. Specialty area test descriptions.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.

Teacher Education for the Arts Discipline, Consortium of National Arts Educators Association, March 1996.